

	<b>BIMESTRAL PLANNING</b>			<b>I.E.D. SERREZUELA</b> MADRID - CUND AMOR – DIGNIDAD – AUTONOMIA - EXCELENCIA	
	ACADEMIC PROCESS				
	<b>SUBJECT</b>	<b>ENGLISH</b>	<b>2018 - 2020</b>		
	<b>SEDE:</b>	<b>WORKINGDAY</b>	<b>GRADE</b>		
VERSION:	<b>PRINCIPAL</b>	<b>AFTERNOON</b>	<b>EIGHTH</b>	CODE:	
<b>TEACHER:</b>	<b>ESMERALDA LOZANO CASTILLO</b>			<b><u>TERM</u></b>	<b>THIRD</b>

<b>DIDACTIC UNIT</b>	<b>FEELINGS, EMOTIONS AND DESCRIPTIONS</b>
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<b>DBA</b>	Requests and provides information about experiences and plans in a clear and brief manner. Recognizes specific information in short oral and written texts on topics of general interest. Explains in written form different familiar situations and facts in a coherent and simple manner.
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<b>LEARNING MATRIX BY COMPETITION</b>
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COMPETENCE LEVEL	AFECTIVE – ACTITUDIN.	COGNITIVE	EXPRESSIVE - PROCEDIM
<b>I</b>	Attend with enthusiasm and discipline showing interest to the development of different activities.	Recognize the difference between superlatives and comparatives	Participates in the class activities and present these on time and ordered.
<b>II</b>	Show a tolerant attitude to listen others.	Use modals to express how certain you are about something.	Make suggestions and give advice using should and could.
<b>III</b>	Complies with homework's and other elements for the class.	Answers questions of little texts in written way. Expresses ideas and feelings in short texts	Describes feelings, emotions and use descriptions in written form. (students and classmates)

<b>METODOLOGY</b>	The dynamics of the development allow us through the significant learning to discover starting from: Dialogues, searching, homework, experiences (laboratory), workshops, videos, internet, etc. Personal study, exposition, searching contexts.
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EVALUATION CRITERIA	REFERENCE MATRIX: EVIDENCE OF LEARNING / BIMESTRAL EVALUATIONS	TIME FORECAST WEEKS / PERIOD
TAKE A LIST REVIEW THE EXERCISES, HOMEWORKS AND ACTIVITIES. WRITTEN AND ORAL EVALUATIONS. REVIEW NOTEBOOK, DICTIONARY AND THE BLOCK ACTIVITIES	PUNCTUAL ASSISTENCE	2 – 5 WEEK
	INTEREST AND DISCIPLINE	6 WEEK
	CORRECT USE OF LANGUAGE – COMMUNICATIVE EXCELLENCE PRESENTATION OF MATERIALS AND NOTEBOOK.	3 – 6 WEEK

<b>PEDAGOGICAL SUPPORT / IMPROVEMENT STRATEGIES: REFERENCES AND COMPLEMENTARY RESOURCES</b>
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STRATEGIES OF REINFORCEMENT TASKS TO DO	THEMATIC / CONCEPTUAL AXES	DOCUM. SUPPORT
Makes flashcards with all vocabulary Print the activities of grammar tenses and develop them Study to oral evaluation List of verbs Review the reading	<b>COMPARATIVE SUPERLATIVES</b>	<a href="https://www.ef.com/english-resources/english-grammar/grammar/adjecives">https://www.ef.com/english-resources/english-grammar/grammar/adjecives</a> <a href="https://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/0cond.htm">https://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/0cond.htm</a> <a href="http://www.myenglishpages.com/.../grammar-exercise-grammar-comparatives-superl..">www.myenglishpages.com/.../grammar-exercise-grammar-comparatives-superl..</a> <a href="http://agendaweb.org/grammar/comparative-superlative-exercises.html">agendaweb.org/grammar/comparative-superlative-exercises.html</a>
	<b>ADJECTIVE</b>	<a href="https://learnenglish.britishcouncil.org/en/quick-grammar/used-infinitive-and-beget-used">https://learnenglish.britishcouncil.org/en/quick-grammar/used-infinitive-and-beget-used</a>
	<b>MODAL VERBS</b>	<a href="http://esl.fis.edu/grammar/rules/modal.htm">esl.fis.edu/grammar/rules/modal.htm</a>
	<b>REGULAR AND IRREGULAR VERBS</b>	
	<b>READING COMPREHENSION</b>	Review the reading and practice the vocabulary and the questions

NOMBRE/FIRMA DEL ESTUDIANTE: _____	FIRMA DEL PADRE/MADRE DE FAMILIA: _____
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